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# External Evaluation and Review Report

Allied Trades Institute Limited trading  
as The New Zealand Flooring  
Training Organisation

Date of report: 29 July 2019

# About Allied Trades Institute Limited trading as The New Zealand Flooring Training Organisation (ATI)

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*ATI is the only off-job training provider for the flooring industry and is supported by the Floor NZ, the association of flooring contractors. BCITO<sup>1</sup> sub-contracts ATI to deliver the off-job training component of the National Certificate in Flooring. BCITO assesses apprentices in the workplace after each block course and reports the unit standards gained. ATI also provides a training scheme in flooring fundamentals for retail staff employed by flooring companies.*

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Type of organisation:	Private training establishment (PTE)
Location:	99 Sawyers Arms Road, Papanui, Christchurch
Code of Practice signatory:	No
Number of students:	Domestic: 182 (100 per cent male) Māori 24 per cent, Pasifika 3 per cent
Number of staff:	Three full-time equivalents; three part-time contractors
TEO profile:	See: <a href="#">NZQA – Allied Trades Institute Limited</a>
Last EER outcome:	Confident in both educational performance and capability in self-assessment (2015)
Scope of evaluation:	<ul style="list-style-type: none"><li>• Flooring apprentice off-job block courses</li><li>• Flooring Fundamentals (Training Scheme) (Level 3)</li></ul>
MoE number:	7184
NZQA reference:	C34332
Dates of EER visit:	7 and 8 May 2019

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<sup>1</sup> Building and Construction Industry Training Organisation

# Summary of Results

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*Achievement information is limited as ATI only assesses a small proportion of unit standards in the National Certificate in Flooring qualification; instead it monitors formative assessment and reports to industry on trends.*

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## **Confident in educational performance**

- The off-job block courses have good rates of completion. Students are learning the relevant skills and knowledge required for the workplace.
- ATI is well connected to the industry association, Floor NZ, representing retail and installation employers. This enables courses to be aligned to needs and industry best practices.
- Tutors have suitable experience and teaching skills to provide an environment that engages learners and matches their learning needs.

## **Confident in capability in self-assessment**

- Governance understands labour market demands and is proactive in providing solutions to barriers to completion. This is mainly in relation to the qualification structure, on-job experience and assessment.
- Self-assessment is limited partly due to the lack of reporting from BCITO to ATI on qualification and graduate outcomes. However, the organisation has a good system for collecting internal data.
- A more systematic analysis of formative assessments using current data would help to identify achievement for Māori and Pasifika and different electives for off-job courses.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The overall completion of all apprentice off-job block courses is high, with 95 and 94 per cent completion in 2016 and 2017 respectively. Completions were 90 per cent in 2018. The reason for the drop was the introduction of notified drug testing at the course and more apprentices arriving unprepared or without the required theory or on-job experience.</p> <p>Apprentice completion of block courses is used to measure achievement because the assessment is formative, with the summative assessed on the job by a BCITO training advisor. Completion data for apprenticeship stage 3 block courses shows that 76 per cent of flooring apprentices completed a course in 2018. However, this includes apprentices who enrol in both the carpet and vinyl installer strands. The organisation does not monitor completions for apprentices enrolled in only the carpet strand who exit after stage 2 block courses.</p> <p>BCITO could better use ATI's information about block course readiness and impact on completion to help assess whether apprentices are enrolled into the appropriate qualification strand, prepared for off-job assessment, and identify barriers to completion.</p> <p>Fewer students are completing all the flooring fundamentals training scheme requirements. This is because only those who want to enrol in the National Certificate in Flooring qualification need to complete the post-course assessments.</p>
Conclusion:	There is evidence that students are completing off-job courses. ATI has not evaluated outcomes such as for the small number of summative unit standard assessments, or outcomes of individual qualification strands (stage 2 completions).

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Overall, feedback shows that industry values the training as it contributes to the quality of flooring installation. Apprentices and graduates acquire the required product knowledge and techniques, and gain an understanding of the industry standards for installing carpet and vinyl. Apprentices also gain experience and knowledge from installing other flooring products on block courses that they may not have the opportunity to learn on the job. Some apprentices reported that pay increases are linked to course completion.</p> <p>Employers and suppliers are increasingly requiring installers to have the qualification because it helps to reduce wastage and remedial work. The same is also said of the flooring retail staff who enrol in the training scheme as part of their induction. The knowledge they gain about the different flooring types and the installation processes is improving quoting accuracy and customers are better informed of choices.</p> <p>BCITO continues to contract the off-job learning elements to ATI, supporting the value of having off-job training.</p> <p>In conjunction with Floor NZ, ATI contributes to industry with the recent development of best practice guidelines based on industry standards, aimed at maintaining and upskilling practitioners. There is also a health and safety resource produced for training that is used by industry for reference.</p> <p>The close relationship between ATI and Floor NZ enables feedback on how the training helps to meet industry skill shortages, and the value of the training for the retail sector. However, better information from BCITO and employers about apprentice graduate outcomes would provide stronger evidence that the skills learned are relevant and at the expected standard.</p>
Conclusion:	Apprentices and other students are achieving skills valued by the industry. Feedback is gathered from the Floor NZ advisory group to monitor the value of the training outcomes for the industry.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The course matches industry needs for comprehensive and well-designed off-job training to support on-job learning and assessment. Apprentices are learning relevant theory and installation techniques at block courses along with time to practise skills, which is not always feasible on the job. The off-job formative assessment prepares apprentices for the on-job unit standard assessments conducted by BCITO training advisors.</p> <p>ATI has identified an increasing tendency for apprentices to attend block courses without having completed the required reading or the relevant on-job experience. While BCITO acknowledges that the pre-course checklist is only a guideline, it would be useful if it was used more consistently by field staff to ensure all apprentices have covered the requisite content and have practical experience prior to attending block courses.</p> <p>The courses are well planned, and tutors' industry and teaching knowledge and experience is highly regarded. The consistent use of industry guest speakers ensures that apprentices are learning current techniques and standards. ATI has developed quality learning materials and in 2018 updated assessments. ATI has good systems in place for internal moderation, and this is supported by external moderation requirements being met in recent years.</p> <p>The BCITO is the qualification owner of the New Zealand Certificate in Flooring. However, a replacement programme has not been implemented so the National Certificate in Flooring, which is no longer fit for purpose, is still being delivered. ATI submitted a training proposal for the new qualification as part of the government's review of vocational education and training, and this will be shared by Floor NZ at the next BCITO flooring training review meeting as a potential replacement programme structure, as it believes it better reflects the current industry training needs.</p> <p>The training scheme meets a need within flooring retailers to</p>

	provide staff with the knowledge of different flooring materials, and how to plan a job as part of their induction process. A new training scheme is being developed, as the purpose of the current scheme has changed since it was approved and very few stakeholders complete the full training scheme.
Conclusion:	Ongoing monitoring of course feedback helps to ensure the training is meeting student needs. ATI has a comprehensive understanding of industry needs, contributing to the quality of the off-job courses and training.

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>BCITO is responsible for flooring apprentice training overall. It books apprentices into ATI block courses a year out from enrolment. BCITO field staff meet with employers six weeks prior to the course to check that apprentices have completed the pre-course requirements.</p> <p>Once ATI receives confirmation of enrolment, an information pack is sent to attendees reiterating the requirement to undertake a drug test to participate in the course. They also have a reminder on health and safety requirements and course details. Positive drug test results have decreased with raised awareness of testing and the consequences for failing.</p> <p>Apprentices stay with a homestay host during the course. This helps reduce costs of having to travel to training. ATI staff ensure that homestays are suitable.</p> <p>At the end of each course, apprentices and their employers are sent a course report detailing what they have completed, and any further experience required to prepare for the BCITO on-job assessments. ATI reports to the BCITO when apprentices achieve theory unit standards and BCITO reports the credit soon after the block course.</p> <p>Tutors provide individuals with additional learning time to practise skills or help with theory. The students' feedback is highly positive about the tutors' support and the way they engage them in the learning activities.</p>

Conclusion:	Students receive the support required to undertake off-job training in a safe environment. Satisfaction with the training is monitored and purposefully evaluated.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The ATI board meets regularly to discuss changes to the industry and reviews the chief executive's reports on training outcomes and trends. The board is well connected to industry with its members representing a range of flooring retailers, of whom most are members of Floor NZ. This enables a strong understanding of training needs and ways to address any issues. A submission to the government on the review of vocational education demonstrates ATI's understanding of training. The submission provides possible solutions to ensuring that training meets the needs of industry and consumers for sufficient quality flooring workers.</p> <p>ATI contributes to standards reviews and receives updates from Australian and New Zealand standards bodies to ensure resources include current requirements and practices. Health and safety standards are monitored and a recent MBIE investigation is providing impetus for the ATI development of best practice guidelines for industry upskilling.</p> <p>ATI has identified issues with the way on-job support of apprentices affects off-job completions. The PTE wants to work more closely with BCITO to ensure the qualification and training are fit for purpose to address these issues. Unfortunately, the communication between BCITO and ATI is not currently effective. ATI liaises with the BCITO off-job contract manager, but ATI has yet to be involved in the qualification review group and does not receive qualification achievement data to understand how effective the training is and to identify improvements.</p>
Conclusion:	ATI is strongly industry focussed and has a good understanding of barriers to completion. However, analysis of completion at a higher level is incomplete without qualification data from BCITO and would provide a better analysis of student group outcomes.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>ATI is managing its compliance responsibilities with regular reviews of industry standards and training materials, and ensuring staff have the appropriate qualifications and capability.</p> <p>Ongoing participation in industry standard groups and the relationship with the industry association Floor NZ help to ensure the training is compliant.</p> <p>The apprenticeship off-job training is delivered in accordance with BCITO specifications. This continuing arrangement shows it is meeting their requirements for delivery, reporting results and moderation.</p> <p>The training scheme has been delivered within the previous 12 months, as required by NZQA rules, albeit with only a few achieving the required unit standards needed to enrol in the National Certificate in Flooring Planning and Design with the BCITO.</p> <p>In addition, the board's health and safety sub-committee audit identified the need for improvements, and recommendations have been implemented.</p>
Conclusion:	ATI is managing its industry compliance with processes in place to monitor industry standards and NZQA rules.

## Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 Focus area: Flooring apprentice block courses (Level 4)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

### 2.2 Focus area: Flooring Fundamentals (Training Scheme) (Level 3)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Allied Trades Institute Limited trading as The New Zealand Flooring Training Organisation:

- Develop an overarching system for analysing achievement and graduate outcomes to provide evidence of outcomes for different cohorts and learner ethnicities, as well as the value of the training.
- Conduct a review of the approved training scheme to ensure it aligns to the PTE's current purpose.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>3</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>3</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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